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| **9th Grade ELA Priority Standards** | |
| **Reading** | |
| **Literature (RL)** | **Informational Text (RI)** |
| **RL.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RL.9-10.2 – Key Ideas and Details**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **RI.9-10.2 – Key Ideas and Details**  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide and objective summary of the text. |
| **RL.9-10.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | **RI.9-10.3 – Key Ideas and Details**  Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| **RL.9-10.5 – Craft and Structure**  Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **RI.9-10.9 – Integration of Knowledge and Ideas**  Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |

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| **9th Grade ELA Priority Standards** | |
| **Writing (W)** | |
| **W.9-10.1 – Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. | |
| **W.9-10.2 – Text Types and Purposes**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   * Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | |
| **W.9-10.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) | |
| **W.9-10.5 – Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| **9th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.9-10.4 – Presentation of Knowledge and Ideas**  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **L.9-10.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Use parallel structure.\* * Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
|  | **L.9-10.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. * Use a colon to introduce a list or quotation. * Spell correctly. |
| **L.9-10.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range or strategies.   * Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |